

## Danish University Colleges

### Newly qualified teachers' possibilities to get foothold in a lifelong career course

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# Counselling to a lifelong professional career as a Teacher

## A Danish research project





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Program: *Counselling and Mentoring*  
Project : *Teacher induction and foothold*

Cooperation between the National Union of Teachers and an advisory board representing different government departments, union of principals and union of municipality administrative managers within education.

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Lisbet Lunde Frederiksen and Frede Krøjgaard, VIA Profession & Uddannelse.  
Paper presented as a part of a symposium. Footholds for Newly Qualified teachers in Europe

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8 persons in the research group

# Teacher induction programs –

- Offering structured options to learn in and from praxis and facilitating continued professional development.
- Of significance for the quality of teaching
- Of significance for the students' learning
- Strengthening the teachers' professional engagement
- Contributes to self efficacy and confidence
- Job satisfaction
- Retention



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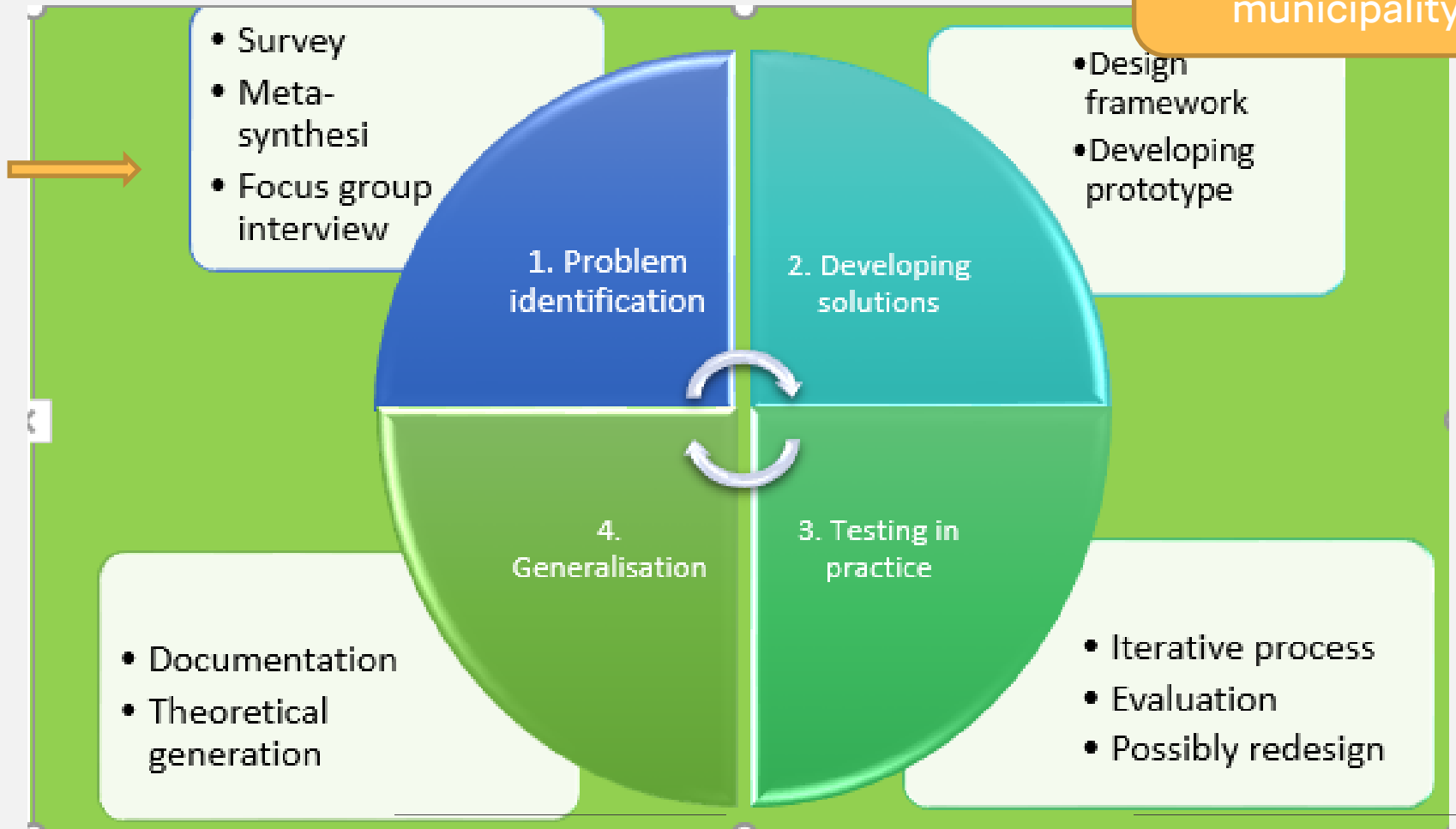
# Research Questions

## Current research questions

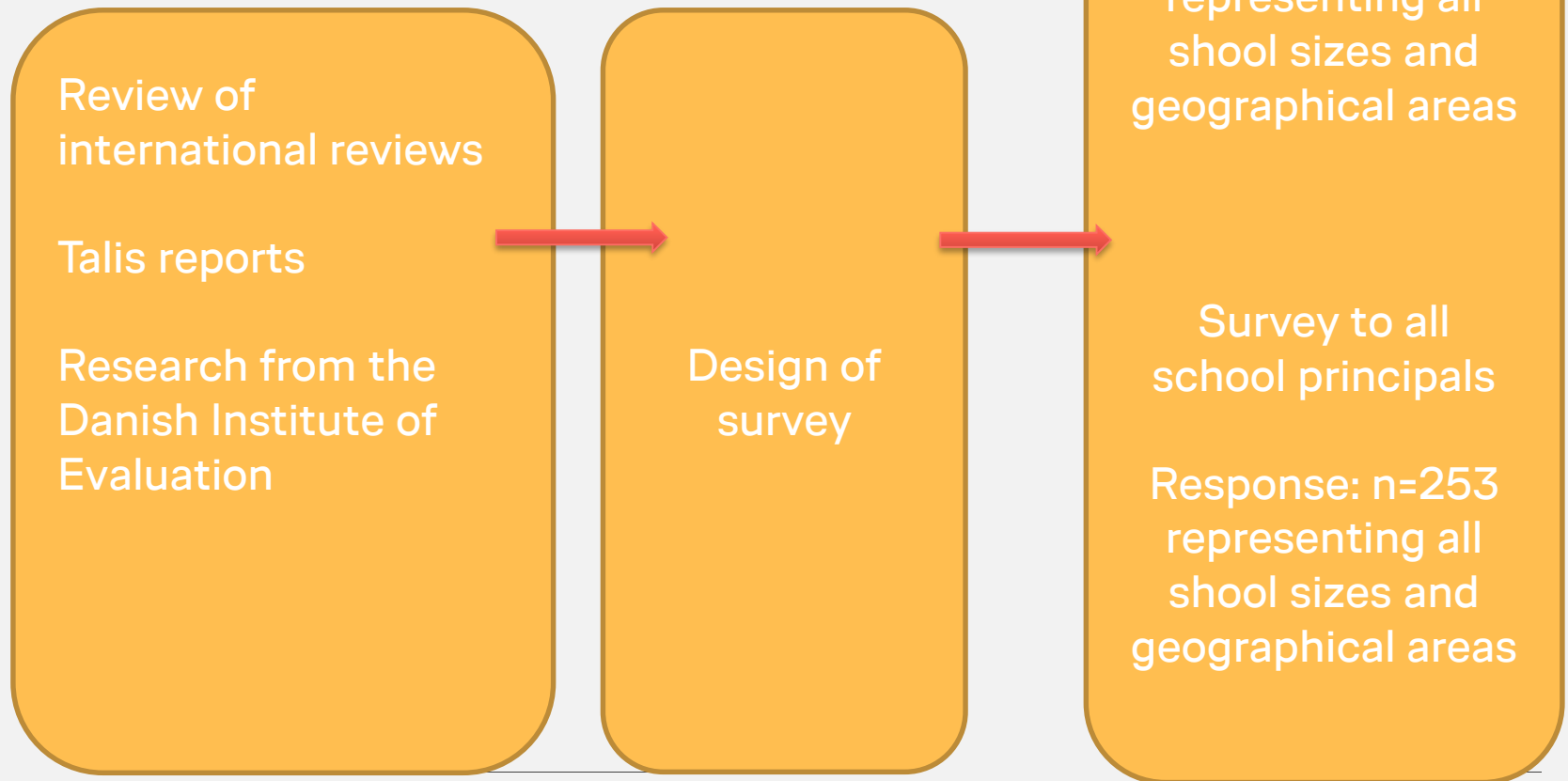
1. How and to what extent are newly qualified teachers (NQT) in Denmark supported during the first year of their professional life?
2. Based on national and international research what do we know about the importance of induction-programs with regard to the NQT's ability to get a foothold in the job market and career development.
3. How can a teacher induction system be designed and implemented in a Danish context? What opportunities and challenges are there for schools and NQTs?

# Design Based Research in 4 Steps

Collaboration with a Danish average municipality



# The research approach



# NQT survey - Paragraphs

1. Education background
2. Your first employment
3. Your first year - challenges
4. Initiatives for NQTs at school
5. Mentor scheme
6. External initiatives – i.e. Municipality
7. Help and support for NQTs
8. NQT as a resource at school
9. Your future as teacher



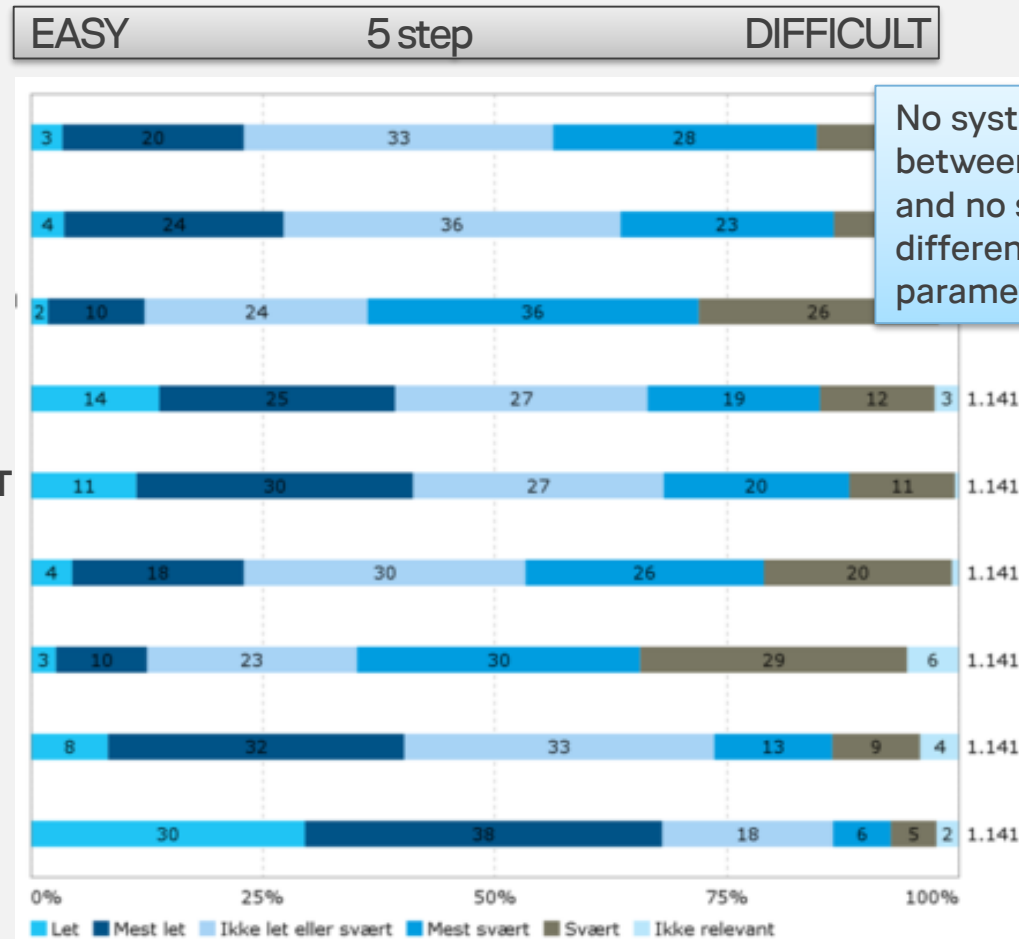
# Survey definitions

- MENTOR: I am/was part of a scheme where an experienced teacher is/was appointed to help and support me, i.e. a mentor or tutor scheme - **38%**
- EDUCATED MENTOR: Mentor/tutor is/was educated as fi mentor, coach, guide, supervisor, praxis guide...  
**17% (out of 38%)**

NQT with mentor (NQTM)  
versus  
NQT without a mentor (NQTW)

NQT with an educated mentor  
(NQTM-ed)  
versus  
NQT with an uneducated  
mentor (NQTM-un)

# First year: How easy/difficult did you experience



No systematic difference between NQTM and NQW and no significant difference at any parameters

PLANNING

TEACHING/EXECUTING

EVALUATING

IMPLEMENTING IT

CLASSROOM MANAGEMENT

DIFFICULT RELATIONS

INCLUSION

SCHOOL-HOME COOP.

TEAM COOPERATION

# To what extent did you get the needed guidance and counselling with respect to.....

HIGH                      4 step                      NOT AT ALL

**PLANNING**

**TEACHING/EXECUTING**

**EVALUATING**

**IMPLEMENTING IT**

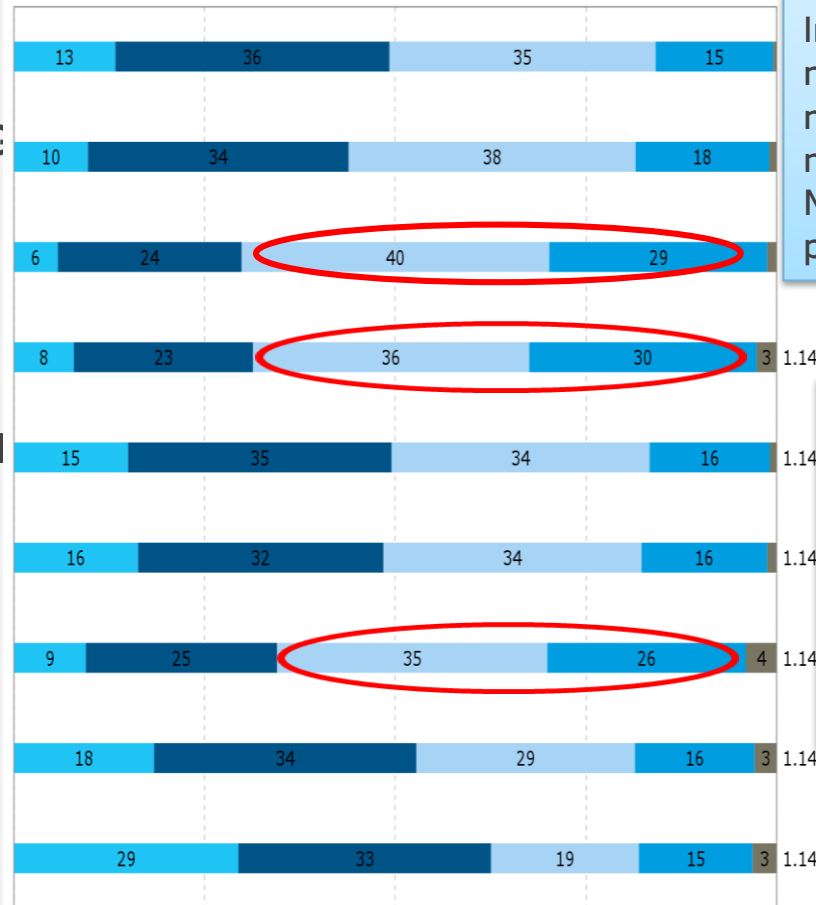
**CLASSROOM MANAGE**

**DIFFICULT RELATIONS**

**INCLUSION**

**SCHOOL-HOME COOP.**

**TEAM COOPERATION**



0% — 25% — 50% — 75% — 100%

■ I høj grad ■ I nogen grad ■ Lidt mindre grad ■ Slet ikke ■ Ved ikke

At all 9 parameters: NQTM's experience significantly higher degree of needed support.

In general NQTM's experience: more structured start  
more initiative from colleagues and management  
More frequently offered participation in initiatives for NQTs

Systematically at all 9 parameters: NQTM-eds experience to be better supported.

Statistically significant: Evaluating, Classroom Management, Difficult relations, Inclusion.

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# Mentorship – NQTM-ed/un



	Mentor with education	Mentor without education
Well defined framing	24%	12%
Proactive mentor	71%	43%
Subject content dialogues	60%	39%
Pedagogical content dialogues	67%	45%
Mentor observe my teaching	25%	9%
I observe mentor's teaching	17%	10%

**In general mentor dialogues focusing pedagogical-didactical content are valued very much by NQTMs who have participated in such**

# So.....

NQTs with mentors experience to a larger extent that

- their schools give priority to collaboration
- their schools give priority to knowledge sharing
- school management is taking of NQTs
- Teams, colleagues and school management play a very positive role in their beginning

For most parts even more  
for NQTM-eds

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# Conclusions – the hen and the egg



- Schools that give mentoring priority, also have focus on a collaborative school culture or inverted:
- Collaborative school cultures have the need of mentors in mind

# Educative mentoring



But Educative mentoring is required!

I.e. a development oriented approach with a bi-focal focus:

1. NQTs' learning and professional growth.
2. Students' learning and growth.

Subject and pedagogical content discussions  
Observation of teaching – both ways



# But:

- Only 6% of NQTs (17% out of 38%) have an educated mentor assigned
- Mentor schemes are in general not formalised nor structured

....indicating that educative mentoring not really seem to be the case - What is going on then?

Emergency help?

Pat on the  
shoulder?

Adaptation/  
socializing ?



Collaboration with  
a Danish average  
municipality

# Teacher induction- prototype – Denmark

- Introduction booklet for NQT on every school
- Functional description of mentors (with appointed frames for mentoring)
- Mentoring
- Course for mentors
- Observation
- Network for NQT ( 3 times annual) with facilitators from the municipality ( includes courses)
- Ressources for Mentor and Mentees (Reduced classtime)
- Common information day for NQT (municipality)



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